

When a new counselor was added to our counseling department and took over scholarships, she felt that the seniors needed additional instructions concerning the college application process and scholarship searching and application. She produced a new handout called "Getting a Scholarship is Like a Part Time Job." We feel that students were more confident in the process and seemed to proceed through this process without the confusion and procrastination the counselors had noticed in the past. We were not answering nearly the number of questions we had previously. Our students have always been very successful in receiving scholarships, but still some very good students were not participating in the process. We plan on continuing to readjust the information included in the handout as we continue to notice additional needs from our students.

As we met as a counseling department at the first of the year, we recognized that we needed more help tracking at-risk seniors. We needed additional at-risk classes and trackers to help these students succeed in the classroom and graduate. We had one at-risk class in place already, but it could not accommodate all of the students who needed this one-on-one help from a tracker who could also help them with makeup credit. We added six classes of no more than 5 to 10 students who would be tracked during that class period and allowed to work on PLATO makeup. We identified 42 at-risk seniors and adjusted their schedules to allow them this additional help and time to complete homework and work on makeup credit. Of the 42 senior students who were in these classes, 41 will receive a Bountiful High School diploma in June. As counselors we feel that this program is a definite success. Anytime that we can help students feel that they can succeed and people do care about them, we also feel successful.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: ____Bountiful High School_____ District: Davis

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
All	At-risk seniors.	A human tracker	August 2006 June 2007	42 senior students behind in credit for graduation.	Seniors graduating.	41 out of 42 students will graduate with a high school diploma from Bountiful High School who otherwise may not have graduated or become discouraged and dropped out.	This is a very successful program which adds an additional tracker for at-risk seniors. Class grades and total credit improved and make-up credit was completed.

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

Submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: CLEARFIELD HIGH SCHOOL District: DAVIS

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
All Counselors	All students 10th thru 12 th grade	Advisory Period: SEOP Process Info Grad. Summaries Course Req. Info Testing Info Scholarship Info Student referrals	23-Aug-06 01-Jun-07	2,300 students Approx. 30 per advisory teacher	Counselors previously disrupted English classes to deliver CCG curriculum and Information: Small Group SEOP's Course Request Prep Senior Info Visits	English Classes were never interrupted for Guidance delivery presentations. Evidence of effectiveness of delivery: Amount of scholarship \$ Received by seniors almost Doubled. Teacher concern referrals to Counselors increased Number of students seeing Counselors to discuss grades and credits increased due to receiving A copy of Grad. Summary Each term in advisory	Delivery of CCG information is more Effective and efficient without interrupting classroom time in English classes

Principal's Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Clearfield High School

Target Group: All students 10th thru 12th grade

Target Group selection is based upon: Need to provide more efficient and effective CCG delivery

ABSTRACT

This project was an effort to move counselor presented guidance activities from English classes to a weekly scheduled advisory period. The advisory teachers used a school developed advisory curriculum with counselor visits and counselor provided guidance curriculum. The counselors visited the senior advisory classes twice a month and provided information and training to the junior and sophomore advisory teachers. Advisory teachers were responsible to monitor and guide approximately 30 students. The expectation was that the counselors would be able to provide more guidance information with less interruption of class time in the English classes. The results were rewarding. Seniors earned more scholarship money than before, teacher concern referrals increased, and students visited their counselors more often to plan and check on progress. The counselors were able to increase delivery output with much less disruption and effort.

PROJECT DESCRIPTION

Introduction

- Desired CCG Student Outcome: Decrease classroom interruption while increasing CCG delivery

Participants

- Number of Students Affected: 2,300
- Target Group: All students 12th thru 10th grade

Method

- Guidance Lesson Content: SEOP Process, Graduation Summaries, Course Request Info, Testing Info Scholarship Info, Student Referrals
- Curriculum and Materials: School developed advisory curriculum plus counselor CCG information
- Project Start and End Dates: 23-Aug-06 to 01-Jun-07
- Class or Subject in Which the Lesson will be Presented: Weekly advisory period
- Evaluation Methods – Amount of scholarships earned, Number of teacher referrals, Number student counselor visits
- Counselor(s): All counselors

RESULTS

Results were very positive. With no classroom interruption to deliver CCG curriculum, the counselors were able to improve delivery and goodwill among teachers. The advisory period allows counselors to deliver guidance materials and information as well as train teachers in SEOP process. The most rewarding results came as we found more teachers taking personal interest in individual students and referring them to the counselors for help. As a result of the increase presence of counselors in senior advisories, the amount of scholarships applied for and earned increased almost double. Counselors are able to provide more delivery of CCG curriculum with the help of the advisory teachers.

DISCUSSION

The counselors plan to utilize advisories more effectively next year. We have been limited this year by over crowding and construction. With a new high school going on-line next year, our population will drop by about 600 students, and construction should allows us more flexibility in scheduling advisory activities.

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

Submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: CLEARFIELD HIGH SCHOOL District: DAVIS

Counselor	Target Group	Curriculum and Materials	Start Date/End Date	Process Data Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
All Counselors	Junior and Sophomore students	<p>Purchased automated appointment software from Canyon Creek</p> <p>Mailed post card instructions for scheduling appointment</p> <p>Used Davis District automated phone calls to remind parents to go on-line to schedule appointment</p>	23-Aug-06 01-Jun-07	1,800 juniors and sophomores	<p>Previously due to lack of clerical support, counselors spent 4-10 hours preparing SEOP conference appointment slips to be mailed home to parents</p> <p>Only 30 to 40% of parents actually showed for the appointment time.</p> <p>Time which could have been spent more effectively was wasted waiting for no show appointments.</p>	<p>Counselors saved at least 8 hours of appointment prep time.</p> <p>Rate of parents missing appointments without calling to reschedule was less than 1%</p> <p>Counselors were able to schedule time more</p>	<p>Counselors no longer need to waste valuable time preparing SEOP conference appointments.</p> <p>Parents are able to schedule their own time with much fewer changes</p>

Principal’s Signature _____

Date _____

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Clearfield High School

Target Group: All Sophomore and Junior Students

Target Group selection is based upon: (Saving time spent in preparing SEOP Appointments)

ABSTRACT

The project was an effort to save counselors (who do not have sufficient clerical help) time in preparing and mailing SEOP appointments. Automated scheduling software from Canyon Creek Software was purchased to use internet generated automated scheduling. A post card was sent to each parent of 10 and 11 grade students inviting them to make their yearly SEOP conference appointment on line or to phone in for assistance in making the appointment. The system greatly reduced the time spent by counselors in preparing appointments and the time wasted waiting for no show appointments. The percent of parents attending actually increased slightly

PROJECT DESCRIPTION

Introduction

- Desired Outcome: Decrease time spent preparing and mailing SEOP conference appointments
- Intended Student Behavior: Decrease the no shows for SEOP conference appointments

Participants

- Number of Students Affected: 1,800
- Target Group: All junior and sophomore students

Method

- Guidance Activity: Automated SEOP conference scheduling
- Resources: Cold Creek scheduling software
- Project Start and End Dates: Oct 06 thru Mar. 07
- Evaluation Methods: Counselor appointment logs
- Counselor(s): All counselors
- Curriculum and Materials Used : Post card instructions, computer software, automated phone reminder

RESULTS

The automated scheduling software decreased dramatically the time counselors needed to prepare SEOP conference appointments. There were less than 1% no shows for appointments made by parents compared to 30% with previous system. There was actually a 10 percent increase in the number of parents attending conferences

DISCUSSION

Counselors no longer need to waste valuable time preparing SEOP conference appointments. Parents are able to schedule their own most convenient time.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.

Used with permission.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2006-2007*

Develop this plan at the beginning of the school year.

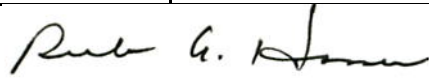
School: Davis High School

District: Davis Schools

Target Group (whole school, entire class, grade level): Whole School

Target Group selection is based on the following data/information/school improvement goals: Data collected during the implementation of Small Learning Communities in our school and the connectedness students feel within the school.

Guidance Lesson Content	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Curriculum and Materials	Project Start/ Projected End Date	Projected Number of Students Impacted	Lesson Will Be Presented in Which Class or Subject?	Evaluation Methods How will the results be measured? (E.g. pre/post tests, number of students retained, scores on tests, number of incidents reported, etc.)
1. Be Proactive 2. 7 Habits of effective Teens 3. Grade Tracking 4. Goal setting 5. Integrity 6. Scholarship Applications 7. College Admissions 8. Healthy living 9. Test taking Skills 10. Think Win Win 11. DHS Clubs and Organizations 12. High School Graduation Requirements	Literacy / Numeracy Collaboration Thinking & Reasoning Citizenship	Developed by Davis High Faculty and Staff in a collaborative effort to reach students on an individual basis that would bring a student closer to the school and give them a sense of belonging and acceptance.	June 2006 / On going	Whole student body 2460.	Lessons will be presented during the advisory period twice each month.	Surveys will be conducted of students and DHS Administration, faculty and staff who were involved in the advisories during the school year.



Principal's Signature

June 11, 2007
Date

March 2006
Date of Staff Presentation

Alan N. Porter
Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP—Guidance Activities Results Report (Large Group) 2006-2007*

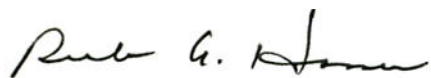
Please submit the Large Group "Guidance Activities" report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Please be sure to include all information required below, actual numbers of participants, any data, examples, and documentation that support the conclusion, date of staff presentation, preparer's name, and an abstract of the study.

School: Davis High School

District: Davis Schools

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Gene Kawa Seniors Alan N. Porter Juniors JoAnna Fletcher Sophomores	Whole student body of Davis High School,	Curriculum and materials used came from a variety of sources including but not limited to... 7 Habits of Effective Teens Staff developed projects	Summer 2006 / May 2007	Approximately 2460 students including Sophomores, Juniors and Seniors	Surveys conducted at the end of the year to students faculty and staff of Davis High School	The results of this project are varied from very positive to non-effective. These will be discussed in the report that follows.	Much work needs to be done to improve this program. Research has shown that in the first year of implementing advisories in a school the results are not positive across the board but as the program develops over the next few years the positive impact on students grows and improves.



Principal's Signature

June 11, 2007

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Action Plan (Small Group) 2006-2007*

Develop this plan at the beginning of the school year.

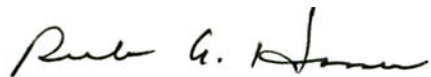
School: Davis High School District: Davis Schools

Target Group: College bound Students taking the ACT College entrance exam.

Target Group selection is based on the following data/information/school improvement goals: To provide college entrance assistance for

Students seeking help in the ACT college entrance exam by offering an ACT prep class.

Intended Student Behavior	Identify the Utah CCGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resources/Staff Development Needed	Evaluation Method How will you measure results? (E.g. "From sample classrooms of tenth graders....")	Start Date/ End Date	Projected # of Students Impacted
Test taking skills on the ACT (American College Test) exam and raise scores enabling more students to qualify for scholarships and admission to higher institutions of learning.	<ul style="list-style-type: none"> Literacy / Numeracy Thinking / Reasoning 	To provide an ACT prep class to assist students in preparing and improving test scores.	A qualified instructor was needed. Natalie Abendroth has taught ACT prep classes for the University of Utah. The goal is to use this resource and provide this service at a minimal charge of \$50.00 per student. Other comparable classes cost between \$700 and \$850.00 per student.	A pre-test and post-test will be administered and compared to evaluate the effectiveness of the course.	Nov 2006 / April 2007	Each class is anticipated to instruct approximately 40 students and there will be 3 classes taught.



Principal's Signature

June 11, 2007
Date

March 2006
Date of Staff Presentation

Alan N. Porter
Prepared By

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP–Closing the Gap Results Report (Small Group) 2006-2007*

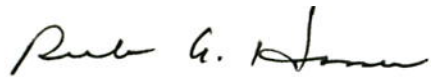
Please submit the Small Group “Closing the Gap” report electronically to tom.sachse@schools.utah.gov by June 15, 2007.

Please be sure to include all information required below, actual numbers of participants, any data, examples,
And documentation that support the conclusion, date of staff presentation, preparer’s name, and an abstract of the study.

School: Davis High School

District: Davis Schools

Counselor	Target Group	Curriculum and Materials Used	Start Date/End Date	Process Data Number of Students Affected**	Perception Data Pre and post test, competency attainment or student data**	Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications What does the data tell you? What can the student do with this now?
Julie Schueller / Emily Smith	Students preparing to take the ACT college entrance exam	ACT Prep Guide	Oct. 2006 / April 2007	Class was taught 3 times with 40 students per class for a total of 120.	Pre and post tests were conducted to determine effectiveness of this project.	Students were able to raise their ACT Score an average of 2 to 3 points on the ACT exam, supporting data included	Data shows the effectiveness of this program and we are in the process of including classes prior to each ACT test given throughout the year to include October, December, February, April and June.



Principal’s Signature

June 11, 2007

Date

*Adapted from the *ASCA National Model: A Framework for School Counseling Programs*

Utah CCGP--Closing the Gap Results Report (Small Group) 2006-2007*

ABSTRACT-

Julie Schueller and Emily Smith in an attempt to improve ACT test scores with college bound students at Davis High School implemented an ACT Prep class prior to the December, February and April test for the school year 2006-2007. An average of 40 students were allowed into each of the classes on a first come first serve basis by paying a \$50.00 fee in the main office and bringing the receipt to the counseling center. Natalie Abendroth was recruited as the instructor because of her past experience teaching the same course for the University of Utah. Success has been measured and students have benefited from the course increasing ACT test scores and increasing students abilities and chances of receiving entrance to and scholarships for college.

PROJECT DESCRIPTION

INTRODUCTION-

Davis High School has identified itself as a "College Prep" school and in an effort to increase student's chances to enter college and receive scholarships to college an ACT prep class was organized and instituted. Julie Schueller and Emily Smith recognized the specific need and opportunity to implement this program when Natalie Abendroth was brought on board as an English teacher at Davis High. Mrs. Schueller approached Natalie and an arrangement was agreed upon to begin teaching an ACT prep class using the same materials Natalie had used when employed by the University of Utah as an ACT prep instructor. Once the details were agreed upon the class was set up and enrolled was conducted.

PARTICIPANTS-

It was agreed that all students at Davis High should have an equal chance to enter this ACT prep class knowing that there were only 120 positions available. Announcements were made over the PA system at the school in addition to written notification in English classes and SEOP's conducted by the counseling staff of the school. Once one session was full students were allowed to enroll in the next available session. The competition was fierce as parents and students learned of the availability of this course. The same course is being taught through the University of Utah for \$700.00 plus and at Sylvan Learning Centers for \$800.00 plus. Many students were turned away as sessions filled and many parents and students were disappointed but the counseling department remained consistent in the way students were enrolled into the program.

METHOD of IMPLEMENTATION-

Six weeks prior to the December 2006, February 2007 and April 2007 ACT test dates the ACT prep classes began. The classes were held on Saturday mornings from approximately 9:00 AM to 12:00 PM. A course syllabus was created and distributed to each student enrolled in the course. Specific times, dates, books and other materials to be used and topics to be covered were outlined. A pre-test was taken on the first meeting of the course and a post-test administered on the last date of the class. Data was collected and a sample is included at the end of this report.

RESULTS-

ACT Prep Class 2006-2007

Instructor- Natalie Abendroth

December 2006

Std #	Pre-Test Score					Post-Test Score					
	English	Math	Reading	Science	Comp	English	Math	Reading	Science	Comp	Diff
1	23	18	21	20	21	25	21	22	21	22	2
2	22	21	18	23	21	24	24	19	24	23	2
3	21	26	26	24	24	22	28	27	25	26	2
4	21	19	22	23	21	21	19	23	24	22	1
5	15	17	17	20	17	14	18	17	21	18	1
6	20	21	17	20	20	21	24	18	21	21	2
7	21	22	26	22	23	24	24	28	23	25	2
8	15	16	17	18	17	15	18	17	18	17	1
9	17	16	12	18	16	18	18	12	18	17	1
10	30	27	26	23	27	31	30	27	24	28	2
11	27	20	21	20	22	30	21	23	21	24	2
12	19	22	26	20	22	21	24	30	20	24	2
13	15	16	22	15	17	16	17	23	16	18	1
14	17	17	27	17	20	19	19	29	18	21	2
15	19	17	26	13	19	22	19	27	13	20	1
16	17	15	19	17	17	18	16	20	18	18	1
17	24	25	25	23	24	26	29	26	25	27	3
18	23	17	26	21	22	24	19	27	23	23	1
19	30	31	29	24	29	33	32	31	24	30	2
20	22	27	22	22	23	24	26	23	23	24	1
21	19	24	23	23	22	21	26	23	24	24	2
22	23	22	27	21	23	26	25	28	23	26	3
23	20	19	19	20	20	22	20	19	20	20	1
24	33	31	31	30	31	34	32	32	33	33	2
25	18	23	26	19	22	21	25	25	20	23	2
26	18	23	22	21	21	20	25	23	22	23	2
27	21	17	21	19	20	23	19	23	18	21	2
28	24	22	32	25	26	25	24	32	26	27	1
29	20	23	19	19	20	20	26	21	19	22	2
30	15	15	18	15	16	14	16	19	16	16	0
31	23	20	24	19	22	25	24	25	21	24	3
32	23	22	28	24	24	24	25	29	25	26	2
33	20	22	17	23	21	22	25	17	23	22	2
34	27	26	26	24	26	29	28	27	25	27	1
35	30	24	24	21	25	30	26	24	22	26	1
36	25	24	30	22	25	27	27	31	24	27	2
37	13	16	19	19	17	16	18	19	19	18	1
38	20	22	28	24	24	23	24	29	25	25	2
39	18	18	25	22	21	21	19	26	22	22	1
40	20	22	24	22	22	24	24	27	23	25	3
41	18	16	18	16	17	20	17	18	17	18	1
					21					23	2

DISCUSSION-

The results from the first year of implementing this ACT prep class were very good. Not only were scores increased from the pre and post test conducted in the class but student after student reported that their scores on the actual ACT test improved increasing their individual chances at scholarships and admittance into colleges and universities across the country. This past year Davis High was offered a record amount of scholarship money exceeding 3,500,000.00 dollars.

Because of the success of this class, we intend to increase the number of students we can serve in this program. We are recruiting other English and Math teachers to teach the courses in an attempt to move from offering one class prior to three of the five test offered each year to offering two classes prior to each of the five ACT test administered increasing the students served from approximately 120 to over 400 students. In addition to offering this course to just Davis High students we want to be able to offer spaces to each of the student bodies from the various high schools in Davis County including Bountiful, Clearfield, Layton, Northridge, Syracuse, Viewmont and Woods Cross. Cost to will remain as close to \$50.00 as we possibly keep it. As the cost of materials increases we may need to raise the cost of the class to cover administrative costs but the goal is to keep it as reasonable as we can so we can offer the class to every student regardless of their economic status.



UTAH CCGP—GUIDANCE ACTIVITIES RESULTS (LARGE GROUP) – 2006-2007

Layton High School – Davis School District

TARGET GROUP: Entire school

**TARGET GROUP selection based upon: Responsive Needs
Survey**

ABSTRACT:

It was the goal of the Layton High School Counseling Department to facilitate student assisted groups throughout the school year. To determine the needs of the students a survey was given to all students-10th-12th. The students were to check off two areas in which they felt they needed assistance. The following areas were on the check list: **stress, conflict, grief, new student, success, divorce and relationships**. The results were tallied and it was determined that two groups would be facilitated—a grief group and a student success group.

PROJECT DESCRIPTION:

INTRODUCTION:

Layton High's mission statement reads as follows: "At Layton High School we believe that learning can be achieved when students are: provided a place where everyone feels secure; respected as individuals; and given an opportunity to grow and achieve a measure of success everyday." It is important for a student to feel secure and to find a measure of success. The DRSL's for Layton High School are focused on student success. There are many life-experiences that can interfere with learning and if a student can receive support in a variety of means then their ability to succeed increases.

PARTICIPANTS:

The entire studentbody (10th, 11th, and 12th) of 1526 students were given the opportunity to participate in the survey.

METHOD:

The counselors went into each English class and provided each student with a survey. The purpose of the response groups was explained. Instructions were given to the students to only indicate 2 areas in which they would like to participate in as a group member. Students were asked to put their name on the survey so that they could be contacted by a counselor. The surveys were collected and the responses were calculated. From the data it was determined that three groups would be facilitated by two counselors each: a stress group, a student success group and a grief and loss group.

RESULTS

1526 students were surveyed. 501 students responded.

118 Seniors 91 Juniors 146 Sophomores

SENIOR SURVEY RESULTS- 118 Responded

Stress	Conflict	Grief	New Student	Success	Divorce	Friends
44	11	7	8	19	1	28

JUNIOR SURVEY RESULTS- 91 Responded

Stress	Conflict	Grief	New Student	Success	Divorce	Friends
21	9	5	9	21	3	23

SOPHOMORE SURVEY RESULTS-146 Responded

Stress	Conflict	Grief	New Student	Success	Divorce	Friends
30	15	5	14	35	9	38

TOTAL STUDENT SURVEY RESPONSE-501 Responded

Stress	Conflict	Grief	New Student	Success	Divorce	Friends
55	35	17	31	75	13	89

DISCUSSION

As a result of this data the counselors were able to determine what responsive services were needed by our students. Friends ranked as #1. However, we felt that this was an area that would be difficult to address as a group. The 2nd area was student success and we whole-heartedly felt that this would work very well with the “Why Try” curriculum. The 3rd highest was Stress. This was another area in which we felt that we could assist students through group meetings. As a counseling department we felt very strongly that we needed to facilitate a group for students who had experienced grief and or loss. The emotional well-being of our students was our focus. The three groups that were chosen upon from the data were: Student success, stress and grief and loss.

It was very revealing to understand what our students were in need of in the way of assistance. One part of this that was disappointing was that many students were called to see if they wanted to be a part of a group and then declined the offer. However, two groups were facilitated as a result of this survey and students did receive assistance to help them deal with life experiences and to work on their own academic success.

Principal: Paul C. Smith

Date June 7, 2007

Prepared by: Shar Weight



Utah—CCGP—Guidance Activities Results Report (Small Group) 2006-2007

Layton High School - Davis School District

Target Group—10th, 11th, and 12th Grade - 16 Students

Target Group selection is based upon: Responsive Services Survey data

ABSTRACT

A survey was administered to all students 10th 12th grades. The students were given the opportunity to indicate the following areas in which they would like assistance. From the information obtained two groups were organized and facilitated.. One group was the Student Success Group and the other group was focused on Grief. Eight students were chosen for each group. These students met with two counselors once a week for eight weeks. The Student Success Group used the “Why Try” curriculum while the Grief group used the Student Assistance Program. The Student Success Group focused on grade point increase. The final results showed that 50% of the students in the group improved by .56 from 1st term to 2nd term. The Grief group met consistently with 4 students who responded through an evaluation form at the end of the 8 sessions. All four students indicated that they enjoyed the session, they learned how to cope with grief and that the group helped them to grow and/or change.

PROJECT DESCRIPTION

Students were provided an opportunity to meet with other students who shared a common issue that was affecting their ability to be as good of a student as they wanted to be. A safe environment was provided with curriculum and facilitators who were prepared and responsive to their needs.

PARTICIPANTS

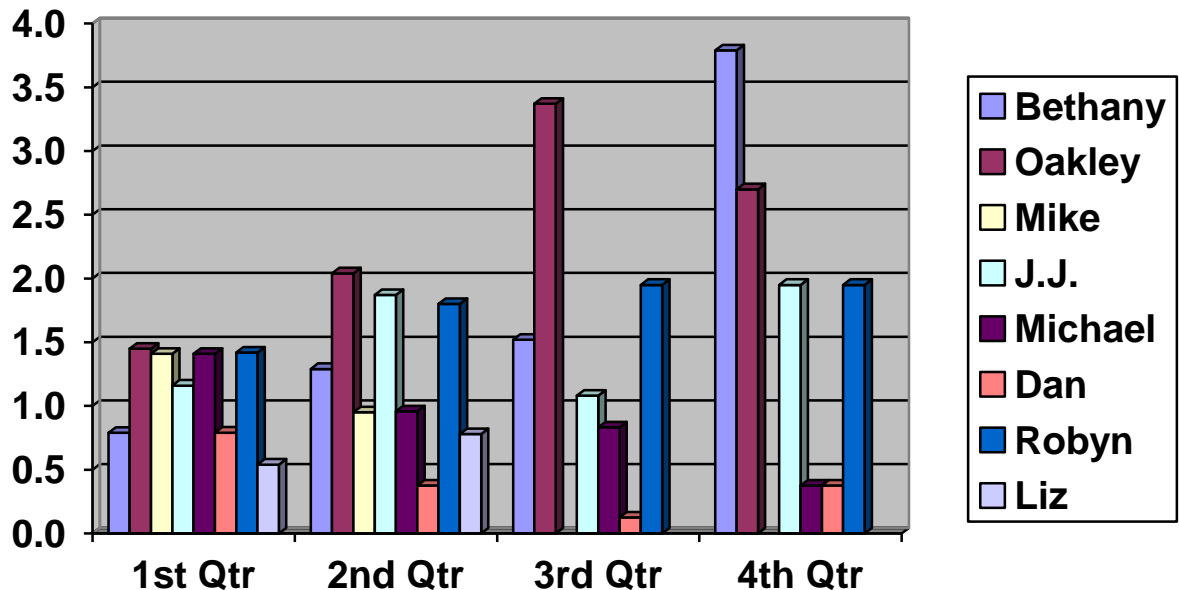
Sixteen students were targeted, eight for each group. Students from 10th, 11th and 12th grades were selected.

METHOD

All students from 10th to 12th were surveyed and were given an opportunity to choose two areas in which they would like assistance through group sessions. From those students who responded 16 students were selected—8 for the Student Success Group and 8 for the Grief group. Two counselors served as the facilitators for each group. The Success group began right after 1st term and ran for the entire 8 weeks of 2nd term. Students met weekly during a different period. The “Why Try” Curriculum was used to teach and to motivate. In addition, a progress report on attendance and grades was reviewed and goals were set for improvement. The Grief group ran from January 10th to February 27th. Although 8 students were invited to participant only 4 showed a consistent interest and an active attendance. The curriculum used was from the Student Assistance Program. This curriculum allows group members to communicate thoughts and feelings in regards to the grief issues going on in their lives. An evaluation post-test was used to determine the effectiveness and value of the time spent. All four students who consistently came responded to the affirmative as to how effective they felt this group work had been for them.

RESULTS

STUDENT SUCCESS GROUP



Bethany, Oakley, Robyn and J.J. raised their grade point averages while Michael and Dan actually decreased. Mike and Liz withdrew from Layton High School. Mike enrolled in Adult Education classes and Liz enrolled at a different school within the district.

DISCUSSION

Most significant, of which can't be assessed by numbers, is the fact that each of these students developed a relationship with the counselor facilitators which allowed them to seek assistance and guidance once the group was finished with its 8 week course.

A student success group can make a difference in helping a student become focused. Each of these students knew that someone cared and was there to encourage them in their efforts to succeed. Coping skills were introduced and reinforced. As the students met with one another they received a self-affirmation that they were not alone and that others were also striving to turn things around and become successful.

Improvements: More students need to be put into the group since there were some who chose not to attend. In the future two groups should be run throughout the year with continuous reinforcement and contact with the students once the 8 week course is finished.

RESULTS

GRIEF GROUP

Four out of the eight students selected consistently attended the small grief group meetings. Each of the four students evaluated the benefits of the grief group. The findings from these evaluations are as follows:

Evaluation Questions: In what areas did the group help you?

- a. Being able to have a place to talk freely. 4/4 agreed
- b. Feeling good about having people who will listen to me 4/4 agreed
- c. Hearing people talk about things that were bugging them. 4/4 agreed
- d. I was able to be of help to somebody else. 4/4 agreed
- e. It helped to talk about problems that I had with my parents. 4/4 agreed
- f. I found that I was able to communicate better with my parents 4/4 agreed
- g. It helped me think through a problem that I had. 4/4 agreed
- h. It helped me realize that my education is important to me. 4/4 agreed.
- i. It was helpful to be able to talk about problems I have in school. 4/4 agreed.

All four students indicated that the group helped them to grow and/or change.

DISCUSSION

The self-reporting data indicates that the students benefited from the group. Students realized that they were not alone and that someone cared enough to listen. They left the group with coping skills such as introspection, reflection, and communication.

IMPROVEMENTS: More students needed to be included in the group since 4 dropped out.

CONCLUSION

This was a worth-while group that will continue to be implemented at Layton High School.

Paul C. Smith

Principal Signature

June 7, 2007

Date

Shar Weight – Counseling Department Chair

Prepared by

Utah CCGP – Guidance Activities Report (Large Group) 2006-07
Mountain High School
Target Group: All Students Referred During the 2006-07 School Year

Large Group Action Plan

Abstract:

Coming to our school represents a departure from the normal track to a high school diploma. With our open-enrollment system, students are coming and going throughout the entire school year. Students must first obtain a referral from their home high school, withdraw from there, register here, go through an orientation class and then be placed in the appropriate program. Students fall through the proverbial cracks at every step. This data project represents a multi-year attempt to keep students in the public school system so they will eventually graduate. This year we focused on collecting data on every student referred to our school and enrolling as many students as possible in orientation. Next year we will address tracking every student referred to us who does not come in to register and making efforts to enroll them.

Project Description:

Introduction:

To track students from the referral process to successful enrollment in the appropriate school program, making contact with them at each step.

AL:A3 Achieve school success.

Participants:

Target Group:

All new students to Mountain High during the 2006-07 school year.

Students Affected: 308

Method:

Each student tracked on a spreadsheet.

Strong encouragement from registrar and counselor to complete orientation before participation in Mountain High School programs.

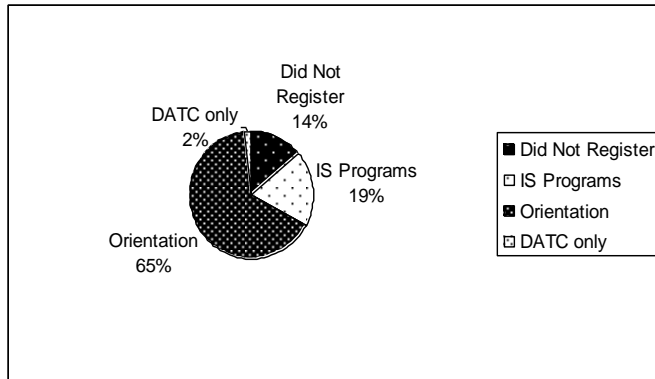
Orientation sign-up at registration.

Calls from secretaries the Friday before orientation to remind students to attend the following Monday.

100% SEOP conferences at the conclusion of orientation.

Results:

Total Referrals:	308
Did not register:	42
DATC only:	6
Independent study programs, no orientation:	59
Enrolled in Orientation:	199



Discussion:

65% of students who register at Mountain High attend orientation. During the orientation week, we get to know the student and begin to understand the needs of each. In the past, we have encouraged the students to attend, but this year we made more consistent efforts to impress upon new students and parents the need for attending orientation. This included sign-ups at registration, visits with the counselor, and reminder calls from the secretaries.

There are still 19% of students who go directly to independent study programs without attending orientation. We need to decrease this number. 14% of students never register at all. Some of the reasons are: student changes his mind, student moves, student drops out. Next year, we will track these students to determine what has happened to them.

Principal's Signature

Date

Prepared By Katherine H. Johnson, Counselor

Date

Staff Presentation 30 May 2007

Utah CCGP – Guidance Activities Report (Small Group) 2006-07
Mountain High School
Target Group: Seniors Who Would be Successful in College

Small Group Action Plan:

ABSTRACT:

Unlike regular high schools, only a small minority of our seniors go on to college in the fall of the year they graduate from high school. In an effort to increase college attendance, we formed a support group called “College Club” to involve students in activities that would encourage them to enroll in college in the fall. Activities included speakers, information packets, and campus tours. We were going to measure our success by increasing the number of students who took the ACT, one step toward actual enrollment. Unfortunately, we had only one student take the ACT this year and she was not a member of College Club. However, because the ACT is not required for admittance to the schools our students usually choose, e.g. Weber State University and Salt Lake Community College, I think it was our measurement tool and not our activities that failed.

PROJECT DESCRIPTION:

Introduction:

Students should be prepared for post-secondary educational opportunities.

AL:C2 Post-secondary options.

Participants:

Seniors who identified themselves as college-bound at registration or orientation.

Number of students impacted: 30

Method:

College Day at Davis High School.

Speakers from local colleges.

Field trips to local colleges.

Information packets.

RESULTS:

One student ACT report has come in. It is obvious we need to improve our reporting tool.

DISCUSSION:

Because we have many students who are the first to graduate from high school in their families, it is no wonder they do not set their sights on college. They have no support in taking the steps they need to get admitted to college. We need to make more specific goals for students such as having them fill out FAFSA at school, bringing in former students who are now enrolled in college for role models, helping students actually fill out their college admission application.

Staff Presentation – 30 May 2007

Principal's Signature

Date

Prepared by Katherine H. Johnson

Date

Utah CCGP---Guidance Activities Action Plan (Large Group) 2006-2007

School: Northridge High School

District: Davis

Target Group: All 11th grade students

Target Group selection is based on the following: Information gathered from our needs assessment and our advisory meetings indicated that students wanted more information about post-high school education, scholarships and transition.

ABSTRACT

In evaluating the results of our needs assessment and feedback from students attending our advisory meeting, we decided that we needed to provide more information regarding post high school educational opportunities, scholarships and transition. Our team of counselors decided that besides individual SEOPs, we needed to do a group SEOP with the junior class. We address these topics in our individual SEOPs and in the curriculum delivered in the career unit of drivers education. We also review this information in the senior group SEOPs.

The junior group SEOP was scheduled for the month of December. We arranged to meet with all juniors during their U.S. History or AP American History class. We had instructor from Utah Mentor come and show the students the Utah Mentor website and how to access post-high school information. Most of the students had not been on the website since we had showed it to them in the 10th grade. We spent a 90 minute class period exploring the resources on Utah Mentor. The feedback from the students was positive. They especially liked the ACT/SAT test prep program.

PROJECT DESCRIPTION

Introduction:

The purpose for this activity was to give students resources to help them in planning for their future. As indicated by the students they wanted more information for post high school planning. By providing them time to set up an account on the Utah Mentor website and explore the resources on the website, students will be able to access this information when it is relevant and convenient for them.

Participants:

- 649 11th grade students participated

Method:

- Curriculum was presented during a 90 minute 11th grade history class
- Students were in computer labs
- The curriculum was design to help students navigate and utilize the Utah Mentor Program
- Instructors from Utah Mentor and counselors presented the curriculum
- Results were measured by feedback received at the final advisory meeting and data will be collected in the senior group SEOP

DISCUSSION

In talking with 11th grade students during the advisory and in their individual SEOP's the general consensus was that the website and information has been useful. Many have visited it since the presentation. Students indicated that they have used it for ACT preparation. As a counseling team we have agreed that we will use a similar format for next years juniors. Next year the counseling team at Northridge will do the presentation and incorporate more resources available at Northridge.

Utah CCGP---Closing the Gap Action Plan (Small Group) 2006-2007

School: Northridge High School

District: Davis

Target Group: Students new to Northridge Area

Target Group selection is based on the following: Data collected shows that Northridge High school has a student turnover of approximately 25% of the student population. There is a real need to help student acclimate to their new environment.

ABSTRACT

Northridge High School is located near Hill Air Force Base. Families are frequently moving in and out of our area. We have a turnover of about 25% of our population annually. That turnover is approximately 500 students. Each year we start school with between 150 – 250 new students to the area. It is really important that Northridge provide students with a means to transition in the new environment. At the beginning of the school year we have a new student orientation similar to what we do in the spring for our incoming sophomores. At this orientation we provide students with important information to help in the transition.

The counselors believe that we need to do more. This year we tried to use the academy student leadership class to provide the new students with student resources to help with the transition. We included a few of the student leaders in the orientation. We also set up a system where we could use the academy student leaders to show the new students around and help the new student find people to have lunch with. The plan was to have student leaders from the academy the new student selected to show the new student around and befriend the new student until they became more familiar with the school. This was a good plan, however, the leadership class was only one period every other day, and the new students didn't come into register during that time. Also, several of the academies didn't have student leaders selected. It was easier to have our office assistants show the students around, rather than try to find an academy student. This is a good idea, and hopefully this next year we can incorporate it more effectively.

PROJECT DESCRIPTION

Introduction:

The purpose of this project is to provide new students to the area a student resource to help them feel more comfortable in the transition to the new school.

Participants:

- All students who are new to the Northridge High School area.
- This was 180 students for the 2006-07 school year.

Method:

- Provide new students with a student resource to help them acclimate to Northridge High.
- Select student resource from same academy.
- Have student resource show the student around school on the day they enter.
- Have student resource help them find students to have lunch with until they feel comfortable.
- The activity will be evaluated in the future by increased success of student in academic and social transition .
- This year the program was not successful because the set of the academy leadership class was not in place. Next year we will work through the lead teachers to assign students.

RESULTS

- This year the program was not successful because the leadership class was not ready at the beginning of the year to provide the needed assistance new students needed.
- The leadership class was only one class of eight and taught every other day. This made it difficult to locate students in the same academy.

DISCUSSION

This activity is a good plan. Changes need to be made to have things in place that will help the activity be more successful. Academy teacher leaders need to be the contact for assigning students to help the new student. They know the students and could assign appropriate students who will follow through.



Utah CCGP – Guidance Activities Results Report (Large Group) 2006-2007

School: Viewmont High School

Target Group: Entire student body

Target Group selection is based upon: Viewmont Desired Results for Student Learning: Connect school, family and work; Take personal responsibility and ownership of their own educational outcomes.

ABSTRACT

In the move to Smaller Learning Communities, the counselors were given the charge of helping students choose an appropriate Pathway. Through classroom presentations, individual appointments, and Viking Pathway Preview, we have Pathways for 1,637 students, with only 19 who need further guidance or encouragement.

PROJECT DESCRIPTION

Introduction

- Starting fall of 2007 Viewmont is going wall to wall with Smaller Learning Communities. Preparing for the implementation, as a counseling staff we had to find a way to help students choose an appropriate Pathway that would be in line with their future career goals. Viewmont Pathways are Business, Arts, Humanities, Science, and Technology. In the students' registration information, one task was to select their desired Pathway. To educate our 2007-2008 juniors and seniors, we met with History classes to discuss the Pathways, and how to select an appropriate fit. To reach our incoming sophomores, we visited Junior Highs, speaking with classes, and meeting individually with students and their parents. In addition, we sponsored "Viking Pathway Preview," where teachers and Pathway leaders set up booths in our commons area to answer questions about their programs and the Pathways.

Participants

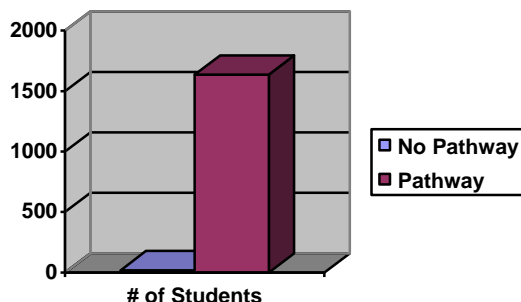
- This project affects our 2007-2008 sophomores, juniors and seniors.

Method

- Classroom presentations to sophomore and junior History classes, and 9th grade English classes.
- Counselors conducted individual appointments to guide students' choices.
- Viking Pathway Preview: teachers, administrators, pathway leaders and counselors put on an open house to answer questions about Smaller Learning Communities to incoming sophomores.

RESULTS

After our interventions, only 19 students of 1,656 had not chosen a Pathway.



DISCUSSION

Any big change can be hard for a school community to embrace. We had heard misconceptions and some criticism about the move to Pathways. The Counseling Office's interventions educated our students and parents, as well as helped them gain an appreciation for, or at least an understanding of the reasons and benefits of Smaller Learning Communities. We are anxious to watch our students throughout the year and evaluate their Pathway placement.



Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: Viewmont High School

Target Group: Juniors taking a higher level Math or Honors English class and who had scored in the 80th percentile of the reading and/or math sections of the IOWA Tests of Basic Skills.

Target Group selection is based upon: Data from IOWA Tests of Basic Skills as well as enrollment in a higher level Math or Honors English course.

ABSTRACT

The purpose of our project was to increase the number of students taking the PSAT. We focused on targeted students, in hopes of increasing our number of National Merit Scholars. We encouraged select juniors to take the test, giving them pertinent information and encouragement. Compared to last year's results, we increased the number of students taking the test by 35%. We increased the number of National Merit Scholarship Program qualifiers by 80%. We found when students are given knowledge and information, they will take advantage of the opportunities presented.

PROJECT DESCRIPTION

Introduction

The PSAT is a National Merit Test given October 21, 2006. The test measures critical reading skills, math problem-solving skills, and writing skills. Our goal was to increase the number of junior students participating in the PSAT from Viewmont High School. The test allows students to participate in a national scholarship competition, receive recognition and practice test taking skills.

Participants

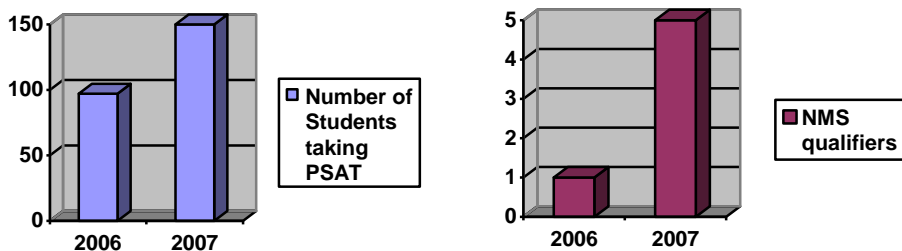
The target group was juniors who had scored in the 80th percentile of the reading and/or math sections of the IOWA Tests of Basic Skills. These students were also either taking a higher level Math or Honors English class.

Method

Because of its Math and English components, we looked at our juniors in Honors English classes, as well as higher level Math classes. We made a list of students enrolled in these courses who had scored in the 80th percentile of the reading and/or math sections of the IOWA Tests of Basic Skills taken their 8th grade year. The list of students was divided into groups based on their appropriate counselor. The counselors then called each student to their office to and encourage them to take the PSAT. We also gave each student a flier with detailed information of how to register for the test. These personal invitations were extended to 159 students.

RESULTS

Last year 97 students took the PSAT. After our intervention this year, 150 completed the test. In 2006, one student met the requirements to enter the 2007 National Merit Scholarship Program. In 2007, five students met the requirements to enter the 2008 National Merit Scholarship Program.



DISCUSSION

The data shows that our intervention successfully increased the PSAT participation. When students are informed of the benefits of the opportunities, and are extended an invitation, more students will follow through. This has great implications for our office. We have so many beneficial experiences (including testing, scholarship applications, and college admissions information) for students to take advantage of. This project has shown us we cannot just assume students understand the benefits of these opportunities. We must make every effort to inform, educate and prepare.

Utah CCGP--Guidance Activities Results Report (Large Group) 2006-2007*

Abstract:

PURPOSE: Purpose of our curriculum project was to better, more uniformly inform junior students of their graduation requirements, high school curricular options (i.e. WXHS, DATC, C.E., Early College etc.) and Post High School options.

A slide presentation was prepared (see attachments. Junior students were divided into three large group with our juniors.

PROBLEM: We were concerned that with all the counselors giving out the information that depending on time constraints, not all students were receiving all the information.

TARGET GROUP: All WXHS junior students

WHY DID YOU TRY TO SOLVE THIS PROBLEM: We seem to be faced with an increasing number of class changes. We felt more information as to options needed to be disseminated in a more consistent format. Hopefully this will reduce class changes and facilitate SEOP driven goals and schedules.

WHAT YOU FOUND: Our findings will not be conclusive until August when class changes and registration in off-campus programs is finalized.

Utah CCGP--Guidance Activities Results Report (Large Group) 2006-2007*

Due to USOE June 15, 2007: may be submitted in other formats but include all information as required below.

School: Woods Cross High School

District: Davis School District

<i>Counselor</i>	<i>Target Group</i>	<i>Curriculum and Materials Used</i>	<i>Start Date/End Date</i>	<i>Process Data Number of Students Affected**</i>	<i>Perception Data Pre and post test competency attainment or student data**</i>	<i>Results Data Changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**</i>	<i>Implications What does the data tell you? What can the student do with this now?</i>
<i>Sharon Hewlett Eric Grisby Carol Petersen</i>	All Juniors	Personally developed powerpoint presentation (see attachment) Transcripts ACT Booklets Junior Registration Booklet	Feb 5 - Feb 7	390 junior students (92% if junior class) Junior enrollment total at the time = 423	Date will be finalized as reported in Results Data Column.	Data will be finalized after we complete class change data in August. We will be able to analyze if students were better prepared to make relevant class selections in line with their SEOP goals. As we meet with these students in September we will give them a post test to see what they know and if they attended the large group where curriculum was presented.	As we have reformatted and provided a consistent presentation format to all juniors, the data on behavior and registration practices will tell us whether or not they understand graduation information and post high school options. The analyzing of that data will not be complete until after August final registration and senior S.E.O.Ps in the fall.

Principal's Signature

7 June 2007
Date

Date of Staff Presentation

Sharon L. Hewlett
Prepared By

**Adapted from the ASCA National Model: A Framework for School Counseling Programs*

***Include actual numbers and attach data, examples and documentation.*

Woods Cross High School
CCGP Data Project Reports, 2007
Small Group Project
Abstract

The purpose of this study was to assess the success of offering a free UBSCT Preparation/Remediation class after school to students who still needed to pass the UBSCT. There were 232 juniors and seniors who still needed to pass the UBSCT and 456 sophomores who would be taking the test for the first time. The classes were scheduled close to the dates of the each UBSCT, one in October and the other in February. These prep classes were advertised by various means including letters sent home to parents with the dates and times, information given in SEOPs, general announcements and class announcements. We selected certified teachers in English and Math to teach the classes. Curriculum was provided from the state office as well as district data which showed what specific areas needed to be addressed. Teachers were also given curriculum on test-taking strategies. Even with all the advertisement, only 31 students signed up to take the Prep classes. Results showed that 50% of these students passed one or all sections of the UBSCT which correlated with the remediation class they took.

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: WOODS CROSS HIGH SCHOOL

District: DAVIS

Counselor	Target Group	Curriculum and Materials	Start Date / End Date	Process Date Number of Students Affected	Perception Data Pre and post test competency attainment or student data	Results Data Changes in behavior, grades, attendance, including achievement data, and/or skills/competency data	Implications What does the data tell you? What can the student do with this now?
Eric Grisby Sharon Hewlett Carol J. Petersen	This study will focus on students who have not passed all sections of the Utah Basic Skills and Competency Test (UBSCT).	Teachers were provided with the UBSCT preparation curriculum from the State Office. Teachers also utilized the district data which shows specific areas that our students have had low scores and need to work on in order to pass the test. Study skills and test-taking strategies were taught as well. Times were arranged and advertised to students.	Preparation classes were held Oct. 2 – Oct.13 before the Oct. UBSCT test given in October 2006 (for seniors and juniors who had not passed the test yet) and Jan. 31 – Feb. 9 before the February test (for all students 10 - 12). Each class was held after school for two days lasting two and one-half hours each day.	Letters were sent home to all students who needed to take the UBSCT. Included in the letter were the times and dates for the UBSCT remediation classes. The classes were provided free-of-charge. Counselors also reminded students of the prep classes in their SEOPs. We had a total of 31 students sign up for the classes.	Out of 31 students who took the UBSCT remediation classes, 15 showed progress and passed one or all the sections of the test.	Fifty percent of those students who took the class achieved the goal and passed the UBSCT. Students also learned test-taking strategies which are very important throughout the rest of their high school years as well as any college experience. Students developed effective problem-solving skills as well.	The data indicates that the remediation classes are somewhat helpful (50% of those who took the classes passed and were remediated). We will continue to offer these UBSCT prep classes next year. I was surprised at the low number of students who took advantage of the classes. We felt strongly that they were well-advertised. Next year we will offer more incentives, like a citizenship make-up for each class attended.

Principal's Signature _____

Date: _____

Utah CCGP – Closing the Gap Results Report (Small Group) 2006-2007

School: WOODS CROSS HIGH SCHOOL

District: DAVIS

Target Group: *Students who have not yet taken the UBSCT and students who have not passed one or all sections of the Utah Basic Skills and Competency Test (UBSCT)*

Target Group selection is based on the following data/information/school improvement goal: *1) Increase percentage of students passing UBSCT on their first attempt and 2) Offer reinforcement/remediation classes to all students low in Reading, Language, and Math.*

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Intervention	Resources/Staff Development needed	Evaluation Method	Start Date/End Date	Projected # of students impacted
Increase percentage of students passing UBSCT on their first attempt and increase percentage of students passing who have attempted many times.	The students will: 1) Understand and use knowledge, concepts, theories, and generalization of each discipline; 2) Use structure, grammar, vocabulary, and spelling effectively; 3) Develop effective problem solving skills.	We will provide and offer UBSCT remediation and preparation classes after school which will be taught by certified English and Math teachers.	Certified teachers will be provided with the UBSCT preparation curriculum from the State Office. Teachers will also utilize the district data which shows specific areas that our students have had low scores and need to work on in order to pass the test. Study skills and test-taking strategies will be taught as well.	We will track attendance of students attending the prep classes and compile results of students who have taken and passed UBSCT. We will compare results of passing students with those students who took the remediation classes. We will also compare those students who have attempted the UBSCT and did not pass with what those students' scores are after taking the preparation classes.	UBSCT Prep classes will be held Oct. 2 – Oct. 13 (before the Oct. UBSCT and Jan. 31 – Feb. 9 (before the Feb. UBSCT	11 th and 12 th grade students needing to still pass UBSCT Total: 232 10 th grade students who will take the UBSCT this year:-- Total: 456 Possible students impacted: 688

Principal's Signature _____ Date: 6/7/07 Date of Staff Presentation: Sept. 1, 2006 Prepared By: Carol J. Petersen